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ABSTRACT

This annotated bibliography lists 101 entries of selected, educationally oriented materials from Pakistani journals, newspapers, and government publications. The materials are organized into 27 categories: administration, organization, and financing of education; adult education; agricultural education; childhood education; comparative education; curriculum; development of education; education goals, planning, and reforms; elementary and secondary education; examinations; health education; higher education; teaching languages, literature for children; philosophy of education; science education; students' problems; teacher education; teachers; teaching methods and media; technical education; textbooks; women's education; general, and libraries (a special section). An index of writers completes the bibliography. (JH)

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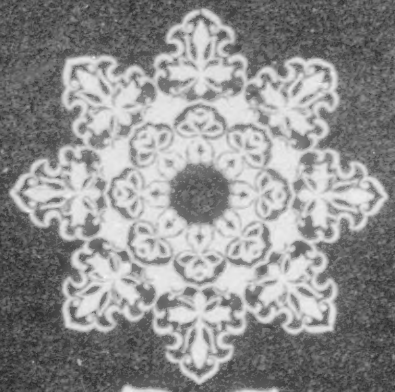

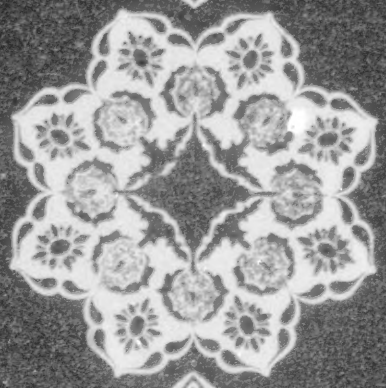

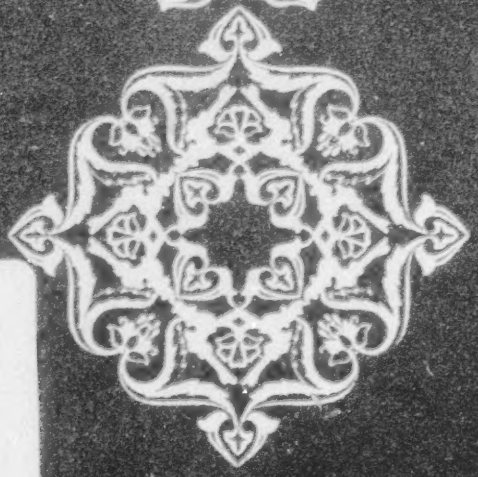

SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. VII-No. 3

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ADMINISTRATION, ORGANIZATION FINANCING OF EDUCATION

1. JAMIL, Najma. Should We Change the Semester System? Morning News (Karachi) July 19, 1973.

It is agreed on all hands that a change is definitely needed in the present academic structure. Under the recent University Ordinance, a six-member committee was, therefore, set up to report on the feasibility of the semester system modelled to fit the local standards. This system has, of course, its opponents and supporters, the most vocal being the various student groups at the Campus.

The supporters claim that the semester system is the best means of raising the level of education. The opponents of the system argue that it will lead to political victimization, curb political activities, and create an acute shortage of teachers and books. It is further said that if the University refuses to accommodate new teachers, it will have to limit the number of students, thus making education more privileged than it is today.

An obstacle in the implementation of the semester system would be the ratio of teachers and students. There are 327 teachers in the University for about 5,000 students. Under the semester system a teacher cannot teach more than 10 students. But the University is not in a position to employ more teachers, because it is already short of funds by about Rs.3,000,000.

2. MEMON, M. Ismail. Karachi Sanuvi Ta'aleemi Bord (Karachi Secondary Education Board) --- Fikro Khyial (Karachi) 1(1): 13-17. 1973 (U).

The present Secondary Board of Education came into existence in 1950 by an Act of the legislature. The Board is responsible for everything about secondary education. Primary education and university education are governed by separate institutions. The structure of the Board is briefly described.

The scope of its activities extends to: 1) curriculum and textbooks; 2) examinations; 3) establishment of new secondary schools; 4) scholarships and awards; 5) awarding of certificates;

6) supervision and control of recognized secondary schools; 7) arrangement of hostel and other facilities for students; and 8) adoption of necessary measure for the development of secondary education.

The working and procedure of the Board are explained briefly.

3. QAYYUM, A. People's First Open University --- Pakistan Times (Lahore) July 8, 1973.

As the country is committed to the universalization of elementary education and the provision of better higher education, the scheme of the People's Open University should be ushered in only after 1) elaborating the service it can extend to attract and educate the 52% schoolage children who are out of school at present; 2) presenting graphically the nature of adult education; 3) providing evidence of the inadequacies of the existing system of higher education, especially the intermediate education; 4) assessing objectively the standard of national education broadcasts, 5) locating and assessing the quality of the available expertise for correspondence education; 6) providing for face-to-face tutoring; and 7) exploring the political commitment of People's Open University to full educational advantage.

The aforesaid factors may be viewed against the total educational scene in Pakistan. Higher education in this country is selective and concentrated. The institutes of higher education are small, and their courses tend to be specialised.

The success of People's Open University will depend largely on the effectiveness of two types of controls, i.e., academic control, and the administrative control of multi-media teaching system. The establishment of People's Open University is definitely going to throw an unprecedented challenge to our existing educational system.

4. RAUF, Abdur. Ta'aleemi Duniya Ki Badunwaniyan (Misdeeds in the Educational World) --- Ta'aleem-o-Tadrees (Lahore) 6(4): 1-26. July, 1973 (U).

A healthy system of education forms the basis for the progress of a nation. A corrupt educational environment corrupts the society.

Our educational setup is full of corruption, which is corroding the whole structure of the society. This corruption may be divided into four categories: 1) craze for easy money; 2) sexual immorality in the educational hierarchy; 3) favoritism and intrigue; and 4) incompetence. All these four categories of corruption are discussed with examples. In the end mention is made of the government order for the nationalization of educational institutions with a view to checking corruption.

5. SHARIF, Mohammed. Suggestions for Sind Government --- Daily News (Karachi) September 27, 1973.

The Labor Policy announced on February 10, 1972, provides that the expenses of education of one child of each worker up to Matric should be met by the employer. The Provincial Government have accordingly started recovering education cess at the rate of Rs.100.00 per worker per annum. But no child of such worker is provided any benefit or educational material. The worker has to provide uniform, textbooks, stationery, and bear all expenses of the education of his child.

If the Government desires to make education free and univeral, there was no need for the provision of free education of one child of every worker in the Ordinance. The Provincial Government should, therefore, provide textbooks, stationery, prescribed school uniform, and transport or transport allowance to one child of each worker on whose behalf education cess is being recovered.

6. SYED, Anis. Third Division Matric --- Nawai Waqt (Lahore) September 28, 1973 (U).

The students who are placed in third division should not be admitted to colleges. They should rather be put to some other work that may be useful to them and the society. It is a matter of common experience that those who are not interested in studies do better in other professions. The Government should open institutions for the teaching of manual work for such young men. English should not be made compulsory for those who intend to take up the jobs after completing their basic education. English should be taught only to those who want to continue their higher education in foreign countries. The students should also be taught to lead a simple life and their minds should be disabused of the notion that education is an easy means of making money.

7. WASEEM, S.M. Syndicate Election --- Dawn (Karachi) July 12, 1973.

The University of Karachi has announced the schedule of elections to the Syndicate and the Academic Council and has circulated the list of college teachers eligible to vote.

In this connection the following points deserve consideration: 1) An artificial distinction seems to have been drawn between the teachers serving in degree colleges and those in intermediate colleges. This is unfair, because the government may at its discretion order the posting of a degree college teacher to an intermediate college and vice-versa. All the teachers enjoy equal status and are, therefore, entitled to vote, irrespective of the kinds of colleges in which they are serving; 2) The true spirit of democracy behind the elections to such academic bodies must at any rate be sustained. The University of Karachi should arrange a projection meeting of the candidates so they may have a chance to speak before an assembly of the college teachers on the educational goals and problems and answer questions from the teacher-voters, and 3) Since the teachers of the nationalized colleges and those serving in government colleges belong to different cadres of government service, the seats reserved for affiliated colleges on the Syndicate and on the Academic Council may be evenly shared by the two categories.

ADULT EDUCATION

8. ALAM, M. Khurshid. Adult Education and Public Libraries --- In: Pakistan Librarianship 1972-73 37-43. Karachi, Pakistan Library Association. 1973.

There is a marked difference between the education of children and the education of adults. An adult has a mature mind, with a sense of responsibility and experience. His psychological orientation is different from that of the child. So, adult education takes advantage of an adults experiences in the process of imparting knowledge to him.

The role of public libraries in the spreading of adult education is discussed. Almost all the advanced nations of the world

have launched adult education programs through public libraries. The examples of Denmark and United Kingdom are quoted. The role of public libraries in adult education in Pakistan is described in some detail, and it is pointed out how the scheme of 50,000 libraries will facilitate adult education in Pakistan.

AGRICULTURAL EDUCATION

9. Central Bureau of Education. Statistics of Agricultural Universities --- In: University Statistics for Pakistan 1966-67, 134-149. Islamabad, Central Bureau of Education. March, 1973.

This statistical report compiled by the Central Bureau of Education contains information about the agricultural universities of Pakistan.

There are 7 tables in the chapter showing: 1) enrollment of agricultural universities by level of education, university, faculty/institute, and grade; 2) foreign students in the agricultural universities by university, level of course, and their country of origin; 3) teaching staff in the agricultural universities by faculty/teaching department; 4) teaching staff in the East Pakistan Agricultural University by status, highest educational qualifications, and faculty; 5) teaching staff in the West Pakistan Agricultural University by status, highest educational qualifications, and faculty; 6) teaching staff holding degree/diploma/certificate of foreign universities/ institutes by university, faculty, and teaching department; and 7) expenditure by purpose, head and university.

CHILDHOOD EDUCATION

10. SAEED, Mohammed. Iskool Janey Sey Pehley (Before Going School) --- In: Ta'aleem-e-Sehet, 67-68. Karachi, Hamdard Academy. 1973 (U).

When child first enters school, he passes through a great change of his life. We should prepare the child for this change and help him in his efforts to accept it mentally and physically.

So far as physical preparation is concerned, we should see to it that the child is properly Inoculated , his eyes, ears, and teeth are healthy, and his general health is good. Similarly, the child should mentally be in a position to do by himself

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such simple work as washing, dressing, combing, buttoning, etc. He should also know how to cross the road safely, and should be taught to tell his name, age, and address. It is the duty of the parents to make the child mentally and physically ready to enter school. If the child is not ready for this, he will face great hardship in his early school life.

COMPARATIVE EDUCATION

11. ARIFI, Mohammed Naeem. America - Aik Ta'aleemi Jaiza (America - An Educational Survey) --- Fikro Khyial (Karachi) 1(1): 21-24. 1973(U).

The American system of education fully reflects the nature of American society. The philosophy of pragmatism is dominant in the American educational setup. There is no uniform educational policy in the country. Every state is responsible for its own educational setup. The Federal Government has no say in the formulation of educational policies. Broadly speaking, the American system of education is among the most advanced systems of education. The rate of literacy is almost cent per cent. According to one estimate, there are about 105000 primary schools, 30,000 secondary schools, and 20,000 institutions of higher learning.

Some statistics are given about the school and college education in America. It is pointed out in the end that now students come from all over the world for education in the country. Some time back, American students used to go to European Universities for higher education.

12. FAROOQI, Ibadullah. Amriki Universitiyon Ka Nizam-e-Ta'aleem (Education System of American Universities) --- Sanuvi Ta'aleem (Lahore) 7(1):45-55. June, 1973 (U).

The present system of university education in America is based on two education patterns, one modelled on European universities and the second on English college system.

Schools are separate from universities in America. American University education starts after a 12-year school course. Education being the basic right of every citizen if he has

the aptitude and inclination for it, the number of institutions of higher education in U.S.A. is very great. There are more than two thousand such institutions, and attendance in these institutions is optional unlike in primary and secondary schools. The majority institutions for higher education are privately managed, and only about one-third of such institutions have official backing.

Basically, American universities provide research facilities for higher learning. The structure of American universities and the details of courses are given in the article. Special mention is also made of the libraries attached to the universities and of the education of foreign students in American universities.

13. RIAZ, Mohammed. Iran Ka Moujuda Nizam-e-Ta'aleem (Present Education System of Iran) --- Fikro Khyial (Karachi) 1(1): 18-20. 1973 (U).

The present education system in Iran is a mixture of French and American system of education and in which the Islamic and national values have their due share. The basic idea is an independent development of students faculties of mind and body.

The first phase of education in Iran starts from Koodikistaan which is a sort of kindergarden system. This is not for all people. Only those people send their children who can afford the cost of such education. Popular education starts from primary stage which is called Dabistaan and it consists from class I to class VI. After Dabistaan comes the stage of Dabecristaan which is higher secondary standard and consists from class VII to class XII. Briefly the course of studies and system of education of these two stages is discussed. The teacher training program and nature of textbooks is also discussed briefly.

CURRICULUM

14. AHMED, Saeed. Naya Nisab-e-Ta'aleem (New Curriculum) --- Imroz (Lahore), July 31, 1973 (U).

In order to analyze realistically the utility of the new curriculum for lower classes, the Federal Ministry of Education

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has laid out a three-directional plan. The purpose of this plan is to see how far the new curriculum reflects the changing pattern of social and economic conditions of the country. Undoubtedly, serious attention needs to be given to elementary education in general and to science and technology in particular.

From the new academic year, the government of the Punjab have made technical education compulsory for boys and home economics education for girls. This is a right step toward revolutionizing our educational system. Moreover, the experts on education have wisely recommended vocational education to start from the Middle rather than the Secondary stage. This will make the country self-sufficient in qualified manpower, thereby speeding up agricultural and economic progress.

DEVELOPMENT OF EDUCATION

15. Central Bureau of Education. Education in Pakistan 1971-73 --- Islamabad, Central Bureau of Education. 36p. September, 1973.

This is a report on the educational progress in Pakistan presented at the 34th session of the International Conference on Education held in Geneva.

During the year 1971-72, Pakistan passed through the most traumatic events of its history when most of the nation-building activities, including education, remained suspended. The work of national reconstruction was, however, restarted with redoubled effort and determination. The present government initiated a wide-ranging program of reforms in which education was accorded top priority.

The overall development of education is discussed in detail under the headings: 1) administration; 2) organization of the education system; 3) educational planning and its background; and 4) functioning of the education system. Various charts, diagrams and statistics are given in the appendices.

EDUCATION GOALS

16. HUSSAIN, Syed Iqbal. Ta'aleem-o-Tadrees Ka Nizam (System of Education and Teaching) --- Mashriq (Karachi) September 23, 1973 (U).

Progress and education go hand in hand. But more acquisition of education is not enough. It should be put to practical use in every sphere of life. All talk of national development without providing for the practical application of knowledge to day to day problems of the world, is no more than so much breath wasted. This is very much the case with Pakistan.

There is no integration between education and development needs. The subjects taught in educational institutions are of no practical value to industry or agriculture.

17. HUSSAIN, Syed Zahid, Nizam-e- em Nai Aieen Ki Roshni Mein (Education System in the Light of N nstitution) --- Fikro Khyial (Karachi) 1(1): 9-10. 1973 (U).

Education is useless if it does not teach moral values to man. Mere materialistic attitude will lead him only to ultimate self-destruction. It is sad that moral and religious values find no place in our educational setup. This is an important matter, and we should try to so change the present educational setup as to imbue moral and religious values in the coming generation. New textbooks are required for this purpose.

It is briefly discussed how Islamic spirit can be revived through education, so that the students may grow as true Muslims. It is pointed out that there is no clash between Islam and scientific knowledge. Moreover, Muslims have played no mean part in the preservation and development of science.

EDUCATION PLANNING

18. BOKHARI, Khalid Hasan. Changing strategies in Education --- Star (Karachi) August 14, 1973.

The system of education in Pakistan is hopelessly outmoded and useless in its entirely. Only a very small proportion

of the population squeezes what small benefit it can from this system and that too at disproportionate cost in terms of money, labor, and time. There are still about 40 million illiterates out of the total population of more than 60 million to which one million new illiterates are added every year. The female population, the vast rural areas and the far-flung backward regions are the worst sufferers of educational neglect.

The following suggestions, if acted upon, may improve the situation: 1) Universal and free education up to class X should be the responsibility of the State. 2) The artificial distinction between general, technical, and scientific education should be done away with. 3) The contents of instructional programs should be derived from the objective conditions prevailing in the society. 4) Educational programs should be related to the needs of labor market in terms of both manpower and proficiency. 5) Teachers should be made to feel deep commitment to their profession and to the society at large.

19. TAJGUL, Nasreen. Ta'aleem Aur Bekari (Education and Unemployment) --- Nawai Waqt (Lahore) July 17, 1973 (U).

The speed with which the unemployment of the educated youths is spreading in the country is alarming both for the society and the Government. It is doubly disturbing for those parents and students who spend their hard-earned money on education rather than on other necessities of life. They do this to better their prospects of employment after completing their education, but when they fail to get employment they feel themselves cheated out of their money, time, and labor.

The government should create employment opportunities for the educated youth according to a well-thought-out plan. The difficulty with education is that it has no plan or purpose whatsoever. The result is inescapable. The ranks of the educated unemployment are swelling every year and with them the mass of discontented and disgruntled youth in the country.

EDUCATION REFORMS

20. HUSSAIN, Zahid. Nizam-e-Ta'aleem Aur Jame Mansuba (Education System and Comprehensive Plan) - - - Hurriyat (Karachi) August 13, 1973(U).

It was hoped that after the nationalization of private schools, the educational problems in the province of Sind, especially in Karachi, would be solved, and that no boy or girl would be denied admission in schools. But these hopes have proved false, and no change for the better has come in the educational situation even after the lapse of one full year.

A drastic change is required in all fields of education, administrative, financial, professional, and education. It is unfortunate that whenever the department of education makes an effort to solve one problem, a host of other problems crop up. For example, the present step of nationalization has created new problems for the educational institutions. Nevertheless, some of the problems of both the teachers and the students are expected to be solved after the dust of the new change settles down.

21. KHANZADAH, Kafeel Ahmed. Ta'aleemi Islahaat Per Amaldaramad (Implementation of Educational Reforms) - - - Jang (Karachi) August 24, 1973 (U).

All distinctions in educational institutions should be removed without delay. The feeling of social justice, both among the students and the teachers, has to be strengthened.

It is heartening to see that the educationists have prepared a new curriculum to improve the teaching of social work at university level. The aim is to uproot all social evils existing in our society. Our students do not pay much attention to research work mainly for two reasons: The syllabus is outdated, and the resources are insufficient. It is hoped that the evils prevailing in our educational institutions will be eliminated after the nationalization of schools. But at the same time the responsibilities of the education department have increased manifold. The new educational reforms can prove fruitful only if both the teachers and the students are pledged to make a success of them. Greater responsibilities rest on students' shoulders. They should devote more time to studies than to politics.

22. MOINUDDIN, Ahmed. Ta'aleemi Islahaat (Education Reforms) - - - Jang (Karachi) September 12, 1973 (U).

The government has done well to nationalize the educational institutions and make education free to start with, up to class VIII, and then up to Matric. Thus the parents of the children of school-going age must be feeling relieved of a substantial drain on their purse. Free education will directly help eliminate illiteracy from the country and indirectly contribute to the building up of a society free from prejudices, frustration, and exploitation.

It is now up to the teachers to apply themselves wholeheartedly to the task of educating the people and the uplift of the society of which they are a part. It is generally complained that teachers in nationalized schools pay no attention to the students. The teachers should change this habit and take their appointed duties seriously.

Lack of suitable accommodation and furniture and the shortage of teachers in various schools are causing serious hardship to students. The administration should earnestly try to improve the condition as early as possible.

23. RAHMAN, Shakeelur. Education Nationalization Has Failed - - - Daily News (Karachi) July 3, 1973.

The crux of the problem facing our education is the lack of direct contact of the student community with the Ministry of Education. The Student Council set up to promote the well-being and solve the problems of the students community held its first meeting without the participation of the student members. No reason was given by the authorities for convening the meeting without the representation of the students. The advantage gained by the nationalization of educational institution which has provided opportunities to the parents belonging to the low-income group to educate their wards up to matric without spending any money has been out-weighed by the lowering of the standard of teaching.

Teachers are not paying as much attention to the students as they should. The opening of new schools has been stopped, and a large number of children are not getting admission in any school. Student feel that the teachers coming from the

interior should be given basic training in the art of teaching. Their feelings is based on experience. Majority of teachers recruited from the interior have neither any training nor the requisite basic knowledge. The government and the Education Department should pay immediate attention to these problems of the students.

ELEMENTARY AND SECONDARY EDUCATION

24. Bureau of Education. High Schools - - - In: Educational Statistics for Punjab for 1971-72, 19-25. Lahore, Bureau of Education. June, 1973.

The statistical report compiled by the Bureau covers high schools of the Punjab province of Pakistan.

There are 4 tables in the chapter. The first table provides statistics on high schools by category of control. It is divided into 4 parts: 1) number of schools; 2) enrollment; 3) teaching staff; and 4) expenditure. Separate information is given for boys' and girls' schools. The second table gives the number of teachers by qualifications in high schools. The information is classified under "government" and "non-government" schools. The third table contains the statistics on high schools at tehsil and district levels. Here again, the information covers the number of schools, enrollment, and teaching staff of boys' and girls' schools. The last table provides statistics on high schools since 1960-61.

25. Bureau of Education. Middle Schools - - - In: Educational Statistics for Punjab for 1971-72, 12-18. Lahore, Bureau of Education. June, 1973.

The statistical report compiled by the Bureau covers middle schools of the Punjab province of Pakistan.

There are 4 tables in the chapter. The first table provides statistics on middle schools under separate categories of control. It is divided into 4 parts: 1) number of schools;

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2) enrollment; 3) teaching staff; and 4) expenditure. Separate information is given for boys' and girls' schools. The second table gives the number of teachers by qualifications in middle schools. The information is classified under "government" and "non-government" schools. The third table provides statistics on middle schools at tehsil and district levels. Here again, the information deals with the number of schools, enrollment, and teaching staff of boys' and girls' schools. The last table gives statistics on middle schools since the beginning of the academic year 1960-61.

26. Bureau of Education. Primary Schools - - - In: Educational Statistics for Punjab for 1971-72, 5-11. Lahore, Bureau of Education. June, 1973.

The statistical report compiled by the Bureau covers primary schools of the Punjab province of Pakistan.

There are 4 tables in the chapter. The first table provides statistics on primary schools by category of control. It is divided into 4 parts: 1) number of schools; 2) enrollment; 3) teaching staff; and 4) expenditure. Separate information is provided for schools for boys and for girls. The second table gives the number of teachers by professional qualifications in primary schools. The information is classified under "government" schools and "non-government" schools. The third table deals with the statistics on primary schools at tehsil and district levels. Here again, the information covers the number of schools, enrollment, and teaching staff of boys' and girls' schools. The last table provides statistics on primary schools since 1960-61.

EXAMINATIONS

27. ALI, Safdar. Cheating in Exams - - - Sun (Karachi) August 15,1973.

With the fast deterioration of moral values in our society, we both as a nation and individuals seem to be heading to dreadful destiny. The degradation of the young generation is more eminous. In examinations, unfair practices have become a routine for the students. The invigilators have become helpless spectators. The final M.B.B.S. examinations are

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being held nowadays, and if some one makes a surprise visit to the examination hall, he will be stunned to see that a large number of students are conveniently copying down the ansers from their notes and books. The invigilators are not only silent; in most cases they seem to be helping their favorites in their nefarious practice. Even the 'toppers' may be seen busy in this dirty work. It is indeed a matter of shame for the institution and the country to encourage students to achieve top positions in this manner. As it is, the efficiency of our medical graduates is so poor that they have earned redicule and contempt for themselves and to institutions both within and outside the country.

28. ALVI, Abdul Hai. Imtehanaat (Examinations) - - - Sanuvi Ta'aleem (Lahore) 7(1): 28-44. June, 1973 (U).

Examination is the means of measuring the educational attainment of the student. The concept of educational measurement is briefly explained. The attributes of educational measurement and the difficulties in this job are discussed in some details.

Some light is also thrown on the types and techniques of examinations. The usual types are: 1) oral examination; 2) essay-type questions; and 3) objective tests. The use of these three types of examination is briefly discussed. Merits and demerits of these examination methods are pointed out, and it is concluded that objective tests are the best method of measurement of educational attainment.

29. Bureau of Education. Examination Results - - - In: Educational Statistics for Punjab for 1971-72, 52-55. Lahore, Bureau of Education. June, 1973.

The statistical report compiled by the Bureau deals with the examination results in the educational institutions of the Punjab.

There are four tables in the chapter. The first table shows non-professional examination results during 1971 and 1972. The results are provided under "university" and "board" heads,

as graduate and post-graduate examinations are conducted by the Punjab University, and the examinations of intermediate and matriculation are conducted by secondary boards situated at Lahore, Multan, and Sargodha. The second table gives intermediate examination results by group during 1972. The third table provides professional examination results of 1971 and 1972. The last table shows the examination results of technical education during 1972.

30. Central Bureau of Education. University Examination Results 1968 - - - Islamabad, Central Bureau of Education. 95p. March, 1973.

The statistical information presented in this bulletin gives the number and sex of candidates who applied for, appeared at and passed, and the division obtained, in the various examinations conducted by all the universities in Pakistan during the year 1968.

There are 13 tables in the bulletin showing: 1) examination results of general universities; 2) examination result of agricultural universities; 3) examination results of engineering and technological universities; 4) examination results by kind of examination, division secured, and sex, in the University of Peshwer, the University of the Punjab, the University of Sind, the University of Karachi, the agricultural universities, and the engineering and technological universities.

31. CHEEMA, Mohammed Arshad. Ta'aleemi Bordon Kay Imtehannat (Examination of Education Boards) - - - Nawai Waqt (Lahore) August 9, 1973 (U).

Different Boards of Education in the country announce the results of Intermediate examinations according to groups, but the Sargodha Board has its own singular procedure. Students are placed first and second in rank according to groups, but this principle is forsaken while awarding scholarships. Thus, all the scholarships go to the students belonging to non-medical group only. Sometimes even the first position holders belonging to other groups are also deprived of such scholarships. Last year, according to the results announced by the Sargodha Board, two students from the medical group got the first position by securing 791 out of 1000 marks but none could get the Talent Scholarship. This situation is intolerable and should be changed as soon as possible.

32. JAVED, Shamim. Talibilm Ko Imtehaan Mein Fail Karna Zulm Hai (Failing Student in Examination Tyrannical) - - - Hurriyat (Karachi) July 19, 1973 (U).

Modern thinkers and educational experts are unanimous in their opinion that examinations do more harm than good to students. The system of examination as prevalent in Pakistan has long been abolished in developed countries like the United States and the Soviet Union. Our system of examination does not build up character, or develop personality, or nourish aesthotic sense.

The new education policy proposes to change the prevalent system of educ tion and to abolish examinations up to Class IX. The word 'fail' or 'pass' should be eliminated from educational jargon, and every student should be awarded a certificate on the basis of merit. This certificate should provide information about the character, interests, and aptitudes of all students in their respective subjects. It would thus help the employer in estimating the worth and suitability of a candidate when he applies for a job.

33. ZAIDI, A.A. Malpractices in Examinations - - - Leader(Karachi) July 27, 1973.

Students today consider copying in the examination as their right, and some of them are genuinely surprised when somebody prevents them from doing so. Most of the teachers have also accepted this practice as normal in the examination halls. Most of the invigilators are, therefore, seen engaged in reading newspapers and gossiping with their colleagues. Some of the teachers even go the extent of helping the examinees in using unfair means. Only very few teachers discharge their duties properly and catch the students who use unfair means, and report such cases to the relevant authorities for action.

The implications of the use of unfair means in the examinations are too dangerous to be taken lightly. What is required of the teacher community is to wage a war against malpractices in the examinations at all stages. The Government has also to share blame to a large extent. It has always succumed to agitational politics of the students and accepted their frivolous demands for the postponment of examinations and award of grace marks.

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HEALTH EDUCATION

34. SAEED, Mohammed. Chotey Bachchon Kay Liye Iskool Mein Khana (Food for Small Children in School) - - - In: Ta'aleem-e-Sehet, 73-74. Karachi, Hamdard Academy. 1973 (U).

Healthy eating habits can be formed in the earlier stages of training especially at the kindegarten age. Likes and dislikes play an important role in eating habits. If proper attention is not paid to the development of taste for healthy eating, the child will naturally take to the stuff that is handy or easily available to him even though it may be harmful to his health.

When the child goes to school and stays there for some hours, he feels a natural craving for food. It is briefly discussed what type of eatables should be provided to him for this purpose. This early training in eating habits has a lasting effect.

HIGHER EDUCATION

35. Bureau of Education. Non-Professional Colleges and Professional Colleges - - - In: Educational Statistics for Punjab for 1971-72, 30-40. Lahore, Bureau of Education. June, 1973.

The statistical report compiled by the Bureau covers professional and non-professional colleges of the Punjab province of Pakistan.

There are 8 tables in the chapter showing: 1) number and enrollment of colleges by category of control; 2) teaching staff and expenditure on colleges by category of control; 3) statistics on colleges at tehsil and district levels; 4) number of students by subject, by grade, and by age group in colleges; 5) teaching staff by qualifications in colleges; 6) subject-wise admission to XI and XII grades by subject; 7) number and enrollment in colleges since 1960-61; and 8) statistics on professional colleges.

36. Bureau of Education. Universities - - - In: Educational Statistics for Punjab for 1971-72, 41-45. Lahore, Bureau of Education. June, 1973.

The statistical report comiled by the Bureau covers universities of the Punjab province of Pakistan.

There are 6 tables in the chapter showing: 1) admission to, and enrollment of, post-graduate arts classes of the Punjab University; 2) admission to, and enrollment of, post-graduate science classes of the Punjab University; 3) teaching staff of the departments of the University and expenditure on the Punjab University; 4) admission to, and enrollment of, honours' classes of the University; 5) statistics on Agricultural University; and 6) statistics on University of Engineering and Technology.

37. Central Bureau of Education. Statistics of General Universities --- In: University Statistics for Pakistan 1966-67, 9-130. Islamabad, Central Bureau of Education. March, 1973.

This statistical report compiled by the Central Bureau of Education contains statistics of enrollment, foreign students, teaching staff, and expenditure relating to all universities in Pakistan.

There are 18 tables in the chapter showing: 1) enrollment by level of education, university, and sex; 2) enrollment at certificate level by course of study, university, and sex; 3) enrollment at diploma level by course of study, university, and sex; 4) enrollment at Bachelor's Degree level by teaching department/institute, grade, university, and sex; 5) enrollment at Master's Degree level by teaching department/institute, grade, university, and sex; 6) enrollment at Doctorate Degree level and above Master but below Doctorate Degree level by university, faculty, subject of study, and sex; 7) enrollment by age, university, faculty, and sex; 8) foreign students by university, their country of origin, and sex; 9) foreign students by university, faculty, subject of study, level of education, and sex; 10) full-time teaching staff in general universities by faculty and teaching department; 11) part-time teaching staff in general universities by faculty and teaching department; 12)teaching staff by kind, status, university, faculty, and sex; 13) teaching staff by university, faculty, kind, highest educational qualifications, and sex; 14) teaching staff holding degree/diploma/certificate of foreign universities/ institutes by university, and sex; 15) expenditure by purpose and university; 16) expenditure by purpose, head, and university-Islamabad University; 17) expenditure by purpose, head and university-East Pakistan Universities; and 18) expenditure by purpose, head, and university-West Pakistan Universities.

38. KHAN, A.H. University Education - - - Sun (Karachi) September 19, 1973.

It is generally felt that a year's post-graduate course in journalism, library science, and social work, which has produced 36 first divisioners in the 1972 examination, is nothing but a waste of manpower. To place an M.A. in library science in the proposed network of 50,000 people-oriented libraries, which will be no more than a reading room in rural areas, seems absurd and degrading to the profession as well as the individual. Moreover, the holding of annual conference in Swat is sheer waste of money and time. The Ministry of Education should, therefore, stop the courses up to M.A. level and invest the money thus saved in the teaching of science and technology.

39. SHAIKH, Abdul Hamid. Centers of Excellence - - - Leader (Karachi) August 14, 1973.

In modern times universities should concentrate on research, whether applied or fundamental, in certain selected fields of study suited to the resources of each university. This is all the more important for the universities of a developing country which cannot afford to provide facilities for advanced studies and research in all the branches of knowledge. It is, therefore, necessary for them to initiate a limited number of programs of higher research related to the socio-economic situations of their countries. The lack of facilities of scientific and technological research in the universities of this country compels the students to go abroad either on public expense or on their own in search of degrees in fields that, after all, are not suited to the needs of our own country. This state of affairs has created a host of Ph.D's. here, qualified in heterogeneous fields of research in our country, where it is not possible for them to pursue programs of research in a defined direction or to have laboratories equipped to their requirements for further research. As a result, promising scientists and technologists are emigrating to other countries or leading a discontented life at home. However, the creation of Centers of Excellence, as proposed in the New Education Policy, is a healthy step toward promoting scientific and technological effort.

40. SOOMRO, M.A. Varsity Complaints - - - Sun (Karachi) September 25, 1973.

The M.A. level courses in Journalism and Library Science are unnecessary. These examinations are not recognized by the British and American Universities and, therefore, are a waste of precious time. The new pay-scales for college librarians with M.A. in Library Science should be treated at par with post-graduate diploma holders in the subject. The B.Sc.(Hons) degree and Post-graduate diploma in journalism and Library Science are sufficient for Pakistan's needs. The Universities of the Punjab and Peshawer have wisely retained the diploma courses for this purpose. The departments of Library and Journalism, University of Karachi, are staffed by unexperienced men. The result is that the standard of education in Library Science and Journalism is very poor. The courses up to M.A. level in these subjects should be abolished immediately.

41. WARSI, Syed Barkat. Universities and Their Role - - - Leader (Karachi) May, 15, 1973.

Universities exercise the strongest influence over the minds of the youth, and the teachers are the most powerful force in the realm of education. Not only thinking, but also character of the students is moulded by the teachers and the universities. A university is truly a nursery of knowledge. It equips human minds with scientific facts and intellectual ideas. But apart from this, universities have to create and infuse values into the minds of the students and scholars.

How universities can help in the formation of character is discussed in some detail. It is concluded that universities are the place where personalities are cut and tailored.

LANGUAGES, TEACHING OF

42. ADIB, Syed Mazhar Ali, Ingraizi Ta'aleem-o-Tadrees (English Education and Teaching) - - - Mashriq (Karachi) August 5, 1973 (U).

The results announced by the Secondary Education Boards and Universities indicate that majority of students have failed in English paper and particularly in paper 'B' on Grammar.

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Different books on grammar are prescribed in different schools and colleges, and the examiners are not bound to set paper from any particular book. In other words, students do not know anything about the expected questions before hand, and thus those who bank on guess papers miserably fail. Another reason for this failure is that students are not taught grammar from the beginning. The subject is taken up only in class IX. Following suggestions may prove helpful in this connection: 1) Emphasis should be laid on translation work; 2) Students should be asked to write letters and stories and they should be discouraged to memorize anything from books; 3) Home work on grammar should be regularly set to students.

43. KHAN, Nisarullah. Mother Tongue - - - Dawn (Karachi) September 27, 1973.

Textbooks of mother tongue have so far been prepared in a traditional manner, without any definite aim or purpose. These books are collections of different essays selected and arranged to serve as textbooks for different classes in accordance with the prescribed curricula. This method of preparing textbooks and teaching mother tongue has persisted in our educational system for the last 25 years.

We can easily use mother tongue for teaching other important subjects prescribed and recorded in the curriculum, such as history, geography, physics, chemistry, agriculture, economics, Islamiat, human relations, etc. Simple and important lessons of these subjects can be usefully taught through the mother tongue.

LITERATURE FOR CHILDREN

44. KALIM, M. Siddiq. Children's Books - - - Pakistan Times(Lahore) July 1, 1973.

Not much thought has been given to the writing of children's books in this country. Children's books should not be confused with their textbooks of English or Urdu. These books should be additional but allied stuff, kept out of the range of those which are usually prescribed. An analysis of most of these books shows that they tend to moralize. Their language too is heavy and, therefore, dull. They create a distaste for reading and defeat the very purpose for which they are written. They are often written in an old style which betrays the writers preoccupation with the past and his indifference to the reality of the present.

The writers of textbooks and other juvenile literature should keep certain principles in view: linguistically, the books should be carefully graded and should have a fixed range of vocabulary and structure. All this should be patterned to cover a period of five or six years. Books thus written can be mechanical and dull, though formally correct. An attempt should be made to make them interesting and popular. This requires specialized training of writers, and this work may be undertaken by the Curriculum Development Cells, Textbook Boards, and Boards of Intermediate and Secondary Education.

PHILOSOPHY OF EDUCATION

45. HUSSAIN, Zafar. Allama Ibne Khaldoon Ka Falsafae Ta'aleem (Educational Philosophy of Ibne Khuldoon) - - - Fikro Khyial (Karachi) 1(1): 29-38. 1973 (U).

The name of Ibne Khuldoon needs no introduction. He was a great historian and the founder of the philosophy of history. In the present article his ideas on education are discussed.

The life history of Ibne Khuldoon is briefly traced. In the last thirty years of his life Ibne Khuldoon devoted himself mainly to writing and teaching. In the field of education his contribution is immense. According to him, education is the natural requisite of man. Ibne Khuldoon revolted against the established form of education in his time. His emphasis was on understanding, thinking, and mental development, and not on memorization that filled the pages of old books. The salient features of Ibne Khuldoon's educational philosophy are discussed in the light of modern education.

46. JALIL, Durdana. Iqbal Aur Ta'aleem (Iqbal and Education) - - - Fikro Khyial (Karachi) 1(1): 39-43. 1973 (U).

Iqbal believed in practical education which trains the self of man. Mere theoretical education, which does not improve the latent qualities of man, has no place in the educational philosophy of Iqbal. Training of character of the individual should be according to him, the basis of education. Individual character will ultimately improve national character.

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According to Iqbal, there are three types of teaching institutions in the country. The first is Madrassah where religous education is imparted under the title "Dars-e-Nizamia". The second institution is Khanqah, where sufis impart spiritual and moral education to people. The third institution is college, where English system of education, prescribed by Lord Mackalay is in operation. Iqbal critically analyzes these three institutions and rejects them. There is a brief discussion of the type of education Iqbal proposes.

SCIENCE EDUCATION

47. AZEEM, M.A. Science Ki Ta'aleem (Teaching of Science) - - - Sanuvi Ta'aleem (Lahore) 7(1): 22-27. June, 1973 (U).

Pakistan is a developing country, and its development and progress depend on the promotion of science and technology in the country. Unfortunately, we have only scanty arrangements for purposeful science education. What little we have is not serving the national requirements. The present science education hardly helps our educated people in practical life. The highly trained people leave the country for better prospects, as we do not provide them enough incentive to remain in the country and work for it. The need of the day is revolutionary change in the educational structure of science and the harnessing of all available resources for the cause of science education.

There are four very important factors for the development of science education, namely, study, thingking experiment, and exchange of ideas. These factors are explained in brief.

48. RIZVI, Mohammed Zaki. Tadrees-e-Science Mein Mansubi Tariqey Ka Iste'maal (Use of Project Method in Science Teaching) - - - Sanuvi Ta'aleem (Lahore) 7(2): 22-36. September, 1973 (U).

Project method can be used for teaching the students who are mentally very alert and have great interest in science. The project method is briefly explained.

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There is a brief discussion of how science can be taught through project method, and what topics should be selected for this purpose. In a scientific project the steps involved are: 1) determination of project; 2) collection of research information and necessary material; 3) carrying out practicals; 4) arrangement of research studies and results of practical work in order; and 5) preparation of results. The various steps are discussed briefly and it is concluded that science teaching can also be imparted through project method successfully.

STUDENTS' PROBLEMS

49. BADAR, Shaheen. Aaj Ka Talibilm (Student of Today) - - - Hurriyat (Karachi) July 1, 1973 (U).

Our defective system of education is one of the basic reasons of violence among the students these days. Majority of students waste their valuable time in extra-curricular activities and when the examination draws nearer, they simply turn to solved papers, memorize the answers, and pass the examination. If they are kept busy in their studies the year round, they will have less time to indulge in undesirable activities.

The best course in this regard is to introduce semester system in colleges. This system has proved very successful in other countries. It has proved to be the best way of stopping students from wasting their time in politics and other frivolous activities. It is, therefore, hoped that semester system will be introduced in all colleges of Pakistan.

50. DIVECHA, Rustam V. Pakistan Mein Talaba Ki Bechaini Kay Asbaab (Casuses of Students Discontent in Pakistan) - - - Fikro Khyial (Karachi) 1(1): 11-12. 1973 (U).

The second World War marks the beginning of popular education. Higher education was opened up to all, and the number of students increased in the institutions of higher education. This increase in the number of students created a multitude of problems for the education administration. Unrest and discontent increased among the students, so much so that organized bodies of students have now become a force to be

reckoned with in all countries. In Pakistan the problem of student unrest is assuming an alarming proportion.

The reasons of the student unrest have been briefly described, and suggestions have been put forward to solve this problem. It is also pointed out that nationalization of educational institutions in Pakistan has markedly dampened student unrest.

51. SHAMIM,(Mrs.) Talaba Mein Zehni Inteshaar Ka Mas'ala (The Problem of Discipline in Students) - - - Fikro Khyial (Karachi) 1(1): 44-45. 1973 (U).

Discipline means ways and means for orderly behavior. There are three methods of enforcing discipline in schools. The first is the maintenance of discipline by the use of outside force. This is a sort of autocratic system in which there are rules and regulations that have to be obeyed by students. If the rules are broken then students face punishment. This method creates apparent discipline, while a sort of suppressed revolt always lurks in the hearts of the students.

The second method of enforcing discipline leaves students quite free. Rousseau was the exponent of this method. Outside force hampers the smooth development of the personality of the student. The writer, therefore, advocates independent discipline. The third type of discipline is called social discipline. Apparently there is every freedom for the student, but hidden habits and social pressures always make him conform to a fixed pattern of behavior.

TEACHER EDUCATION

52. Bureau of Education. Teachers Training - - - In: Educational Statistics for Punjab for 1971-72, 50-51. Lahore, Bureau of Education. June, 1973.

The statistical report compiled by the Bureau covers teachers training facilities in the province of the Punjab.

There are 2 tables in the chapter. The first table gives the number and enrollment of teachers training institutions in the province. In all, there are 121 institutions in the province, and the number of candidates is 14657. Enrollment in P.T.C. classes is the highest. The second table deals with the statistics on normal schools. The information is provided by division. There are 27 normal schools plus 44 normal units of high schools in 5 divisions of the Punjab. The enrollment in C.T. classes is 314, in S.V. classes 175, in P.T.C. classes 4855, in O.T. classes 70, in Arts and Crafts classes 78, and in P.T.C. in normal units of high schools 6538. The total strength of teaching staff is 449.

TEACHERS

53. ABID, Rafiq Ahmed, Asateza Ki Salana Taraqqiyan (Annual Increments of Teachers) - - - Nawai Waqt (Lahore) July 31, 1973 (U).

In October 1972, when the Government nationalized private institutions, it was hoped that the problems of the teachers working in private schools would be over. But this was not to be. The teachers of nationalized private schools have since been overlooked and their annual increments have been stopped. The affected teachers waited long hoping that all would be well when the things settled down, and they would get their annual increments. But when nothing happened after many months' waiting, the teachers are now becoming restive. This is quite natural. The teachers serving in the private institutions used to draw meagre salaries, and their need is genuine. If they do not receive their increments soon their problems will multiply with the passage of time.

54. AHMED, Israr. College Teachers Seniority - - - Dawn (Karachi) July 5, 1973,

It is a well-known fact that college teachers suffered exploitation at the hands of private managements. While the Affiliation Rules of the University provided for at least one full-time teacher for each subject in the college, many of the private managements appointed only part-time teachers.

In many cases, part-time teachers were asked to teach 20 to 24 periods a week, which is the maximum teaching load for full-time

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teachers under the rules. In many privately managed colleges 50 to 80% of the teaching staff was appointed on part-time basis, and in most cases, these part-time teachers were not engaged in any other profession.

It is suggested that the teaching experience of only those part-time teachers should be counted who: a) were the only teachers in the college in their respective subject; b) shouldered the full load of teaching; and c) had no other full-time employment.

55. ANSARI. Asateza Ki Seniority List (Seniority List of Teachers) - - - Jang (Karachi) August 4, 1973 (U).

This is the second time that the seniority list of teachers working in the nationalized colleges has been published. It appears that a new problem has cropped up for the teachers who are third divisioners. The action proposed to be taken by the government violates the assurances given by the Federal Minister for Education. He had said that no injustice would be done to teachers. A large majority of them have been engaged in the teaching profession for the last fifteen or twenty years. If Government acts on its new policy, these teachers would be relegated to a rnak junior even to those whom they had taught in the colleges. Justice demands that the period of their service should be counted and they should be given seniority accordingly. It is hoped that the Education Department will reconsider the question dispassionately.

56. ATAULLAH, Qazi. Iskoolon Kay Asateza Kay Masail (Problems of School Teachers) - - - Jang (Karachi) July 1, 1973 (U).

Here are a few suggestions for removing the misery and improving the lot of the school teachers: 1) Arrangements should be made to train the untrained teachers, by opening evening classes for them. The teachers who have completed five years in their profession should be treated as trained. 2) The teachers who hold the degree of B.A. and M.A. should be awarded Graduate scale. Justice demands that all graduate teachers should have higher salaries than those of the teachers who are only matriculate. 3) The teachers who hold Middle School Certificate should be appointed in all nationalized primary schools. 4) Teachers should be given the benefit of provident fund. 5) If teachers working in primary school possess the qualifications equivalent to those of secondary school teachers, the former should be appointed in secondary

schools. 6) All schools with low strength of students should be merged with other schools.

57. FAROOQI, Ahteshamuddin. Seniority of Teachers - - - Daily News (Karachi) July 16, 1973.

It is learnt that the names of the teachers who have obtained third division in their master's degree or who have been disqualified for promotion for neglect of duty are proposed to be dropped out of the new seniority list. This policy is unjust for the teachers, and combined with their already low pay-scales and their neglected position in society, it may rob them of what little interest they have in their profession as a class. It would shatter the morale of a large number of such teachers if they are superseded by their co-equals or juniors or even their erstwhile students. Then there is the possibility of a large-scale agitation by the affected teachers, and nobody knows what form it may take and harm it may do to the cause of education.

58. HUSSAIN, Iqbal S. Asateza Ki Izafi Sargarmian (Extra Activities of Teachers) - - - Hurriyat (Karachi) September 24, 1973 (U).

In order to improve the standard of education and teaching, the teachers should pay more care and attention to their profession. Sometimes a teacher has to perform other duties as well. He is a teacher, a research scholar, an examiner, and the head of a department, all at the same time. Such extra duties affect his professional work. This situation arises from the basic defect in the administrative structure of the educational institutions, and so long as this structure persists, the performance of teachers will not improve. The assignment of extra duties to teachers should be kept at the minimum, and then they would be able to apply themselves single mindedly to the work of teaching.

59. JAFRI, Shawkat H. Seniority of Teachers - - - Morning News(Karachi) July 18, 1973.

It is learnt that a new seniority list of college teachers is under preparation. The situation before the nationalization of educational institutions was that the appointment,pay-scale, and promotion of teachers depended on the goodwill of the

managements of the private institutions. It was very difficult for the professors, except the fortunate few, to obtain a full-time job or gain a permanent footing in any institution.

The following considerations should be kept in view while determining the seniority of college teachers: 1) A teacher's total teaching experience should be counted irrespective of the country or the province where he has taught 2) A teacher with a **third-division qualification should, in the** matter of teaching, be treated as equal to a teacher with a higher-division qualification. 3) The principals of colleges should not be placed higher in the list for this reason above than the teachers who have not worked in this capacity. Higher academic qualifications should, of course, be admitted. 4) Service in a government college should not be counted if a teacher's services were terminated on grounds of inefficiency or professional misconduct. 5) In case any two or more teachers have equal experience their seniority should be fixed according to the dates when they obtained their degrees. 6) If the dates too are the same, the seniority should go to the holder of higher division. 7) If they are equal in this respect as well, the age should determine the seniority.

60. KAMALUDDIN. Nationalized Schools' Teachers - - - Dawn(Karachi) July 3, 1973.

The demands of the teachers of nationalized schools have not yet been met. Their previous service has not been counted, and their service is supposed to start from the day on which the institutions were taken over by the Government. The new pay-scales have not been fixed according to the length of service.

Assurances were given that previous service would be counted for purposes of seniority, and that experienced teachers would be considered as trained. The Government should treat teachers with 10 years' experience as trained teachers and issue necessary orders in this connection. Their salaries should be fixed in relation to the length of their service, and their seniority should be determined on the basis of their entire service, old and new. Medical and recreation allowances should also be granted to them.

61. MEHDI, Abida. Mo'allami Ka Paisha (Teaching Profession) - - - Akhbar-e-Jahan (Karachi) August 29, 1973 (U).

The presnet standard of education in our country is not satisfactory, because no proper relationship exists between the teacher and the student. Neither the teachers of today appear to be devoted to their pious profession, nor the students take serious interest in their studies. The present falling standard of education cannot improve unless teachers realize their responsibilities and work with devotion. The teaching profession is not only pious, it also commands respect. But the tragedy is that the teachers have forgotten the traditions of the glorious past and have become insincere to their noble profession.

It is gratifying to see that the new education policy has taken note of this fact and has announced some very useful suggestions which, if implemented honestly and faithfully, will revolutionize the whole system of education. By making education free up to Matric, the government have taken a commendable step, especially for those parents who have not enough money to spare for the education of their children.

62. SIDDIQI, Masood. Ma'ashrey Mein Moallim Ka Kirdar (The Position of Teacher in Society) - - - Ta'aleem-o-Tadrees (Lahore) 6(4): 47-56. July, 1973 (U).

The teacher is an important factor in the process of education. In order to asses the role of teacher in this process it is necessary first to determine the status of education in society. The concept of education is briefly discussed, and it is shown how education molds the society.

The role of teacher in the process of education is explained. The teacher is responsible for the moral build-up of the society, and the future of the nation depends on the quality of the teacher. This importance of teacher in the social setup lays a heavy burden of responsibility on him. The various duties of the teacher are outlined. Besides duties, the teacher has also some rights in the society. The rights of the teacher are also briefly discussed.

63. TAHIRANI, Rasul Bakhsh. Teachers' Seniority --- Dawn (Karachi) September 25, 1973.

It is brought to the notice of the Education Department that false and fictitious certificates are being produced to reap

the benefits of seniority. Cases of such nature had come to the knowledge of the officials concerned, but no action was taken. This is the case of robbing an entire community for the benefit of a chosen few. This practice, if overlooked now, will prove deterimental to the interest of the teaching community.

While deciding the cases of past service, the certificates in support of such claims must be got verified from the previous college and without a clear verification and authentic proof, no such documents should be accepted. The persons found guilty of such misstatements should be punished.

TEACHING METHODS AND MEDIA

64. FAROOQI, Ibadullah. Ajaibkhaney Aur Ta'aleem (Museums and Education) - - - Sanuvi Ta'aleem (Lahore) 7(2): 37-53. September, 1973(U).

Today education is not confined to the four walls of school and the pages of the textbook. New teaching methods employ audiovisual aids to introduce the element of interest in education. In the same way museums provide useful media of education for the students. If a teacher is well versed in the educational use of museums, he can impart the knowledge of national history very easily to his students.

In advanced countries museums play a very important role in the field of education. Lectures, seminars, and discussions take place in museums, which throw light on the material preserved in the museums. A brief report is presented of American and British museums which are extensively used for educative purpose. There is also a discussion about the use of museums in our country for the purpose of education.

65. LODHI, Naseem. A Survey of Opinions on Naskh and Nastaleeq Scripts --- Lahore, Punjab Textbook Board. 79p. September, 1972.

In 1966 the Government decided to substitute Naskh script for Nastaleeq in all Urdu textbooks under a phased program. The switch-over evoked mixed comment unfavorable on balance. Six

years later the Government asked for a report on the question. The present study examines the extent of acceptability of the Naskh script, and pinpoints the difficulties felt by the teachers, scholars, parents, and children in the implementation of the reform.

The specific objectives of the study were to examine: 1) the popularity of Naskh script among teachers, parents, scholars, and children; 2) the suitability of the Naskh script for purposes of writing and printing; 3) the number of teachers trained in the Naskh script and the facilities available for its teaching; 4) the popularity of Naskh script among the masses, offices, and business; 5) the relative facility of learning the Holy Quran and the reading of Urdu in the Naskh script; 6) the relative facility of learning the regional languages in the Naskh script; and 7) the question of identification with the Islamic countries in the matter of the Naskh script.

Teachers, scholars, parents, and children were the samples of this study.

TECHNICAL EDUCATION

66. Bureau of Education. Technical Education --- In: Educational Statistics for Punjab for 1971-72, 46-49. Lahore, Bureau of Education. June, 1973.

The statistical report compiled by the Bureau covers technical education facilities in the Punjab.

There are 4 tables in the chapter. The first table gives statistics on polytechnics, highlighting the nature of control, admission to 1st year, enrollment, teaching staff, total expenditure, and the number of boarders. The information is provided by district and division. The second table shows enrollment of polytechnics by technology. The table also gives names of the places where polytechnics are situated. The third table provides statistics on commercial institutes relating to the nature of control, enrollment, teaching staff, total expenditure, and admission to certificate courses. The last table gives statistics on vocational schools of the province.

67. Central Bureau of Education. Statistics of Universities of Engineering and Technology --- In: University Statistics for Pakistan 1966-67, 153-167. Islamabad, Central Bureau of Education. March,1973.

This statistical report compiled by the Central Bureau of Education contains information about the universities of engineering and technology in Pakistan.

There are 7 tables in the chapter showing: 1) enrollment in the universities of engineering and technology by level of education, university, department, grade, and sex; 2) foreign students in the universities of engineering and technology by their country of origin, university, and teaching department; 3) teaching staff in the universities of engineering and technology; 4) teaching staff in the East Pakistan University of Engineering and Technology by status, highest educational qualifications, and teaching department; 5) teaching staff of the West Pakistan University of Engineering and Technology by status, highest educational qualifications, and teaching department; 6) teaching staff holding degree/diploma/certificate of foreign universities/institutes by university, and teaching department; and 7) expenditure by purpose, head, and university.

68. SHAIKH, Islam. Engineering Education in Pakistan --- Pakistan Times (Lahore) July 1, 1973.

The aim of engineering education is to impart theoritical knowledge of high standard to young specialists without neglecting the aspect of their practical training. Both the teacher and the taught are to shoulder their respective responsibilities. The teacher should be efficient, sympathetic, helpful, and firm. He should avoid stereotyped repetitive teaching of standardized engineering matter and adopt a specific method for stimulating active participation of the students. The role of the teacher is to awaken the creative capabilities of students and to direct them into right channels by his enthusiastic guidance.

Tutorial system is also recommended to help establish closer and personal contacts of teachers with the students. The existing system of education shall also have to be replaced by internal evaluation of the progress of students. For this purpose semester system of education is worth consideration, not as a passive imitation of the system in vogue in the advanced countries, but as something that would suit our specific requirements.

TEXTBOOKS

69. KHALID, Shama. Bachchon Ki Darsi Kitabein (Children's Textbooks) - - - Akhbar-e-Khwateen (Karachi) September 22-28, 1973 (U).

Books written for children are usually of too high or too low a standard for the children to understand or appreciate. The reason is that such books are written and recommended by adults for inclusion in the course. The best procedure would be to seek advice from educated mothers and other ladies while prescribing the books for children. Because ladies know the interest and mental faculties of children better than men. Unless utmost thought and care are exercised in the matter of child education, no sound foundation can be laid for good education in later years.

WOMEN'S EDUCATION

70. MASOOD, Bilqees. Larkiyan Aur A'ala Ta'aleem (Girls and Higher Education) - - - Akhbar-e-Jahan (Karachi) August 1, 1973 (U).

It is heartening to see that increasing attention is now being paid to female education in our country. There was a time education was a taboo to the female sex in our society. Now girls are competing with boys in education as in all other fields. This is all for good, but it would be unfortunate not only for themselves but also for the coming generations if they turn their attention from domestic work and ignore their first duty of making a happy home for their children who will be the future citizens of the country.

GENERAL

71. Bureau of Education. Foreign Students --- In: Educational Statistics for Punjab for 1971-72, 56-56. Lahore, Bureau of Education. June, 1973.

The statistical information compiled by the Bureau covers the education of foreign students in the province of the Punjab.

The information is provided in tabular form in which the names of the countries and subjects of studies are provided. In all, 528 students from 38 countries are studying in the Punjab. The highest number of students is from Jordan, and engineering is the most popular subject among foreign students. There are 137 students in engineering classes. The second popular subject is medicine, and 131 students are studying this subject.

72. HAIDER, Masood. Seats Are Few Books Are Scares --- Morning News (Karachi) August 23, 1973.

Admission in educational institutions in the city have become a source of constant irritation for parents. Ever since the reopening of schools, parents have been complaining about the difficulties they face in getting their children admitted to schools, whether nationalized or private.

It is difficult not only to get admission to schools, but also to obtain the prescribed textbooks for various lower and higher secondary classes. This dearth of prescribed textbooks is causing great anxiety to the parents, students, and booksellers. Meanwhile, the prices of textbooks available in the market have risen sharply and the parents of the school-going children are unable to understand this phenomenal rise, especially when the government has proclaimed the policy of making these books available at subsidized prices.

73. KALIM, M. Siddiq. Education - Major Issues --- Pakistan Times (Lahore) July 22, 1973.

Agro-technical education, which is being introduced in almost all the schools from this year, will undoubtedly lay a sound basis for the agricultural and technological development of the country on scientific lines. It will also open up avenues of employment in the rural areas. But two serious threats have lately appeared in the field of education. The first is the lack of freedom of action for the teacher and the educational administrator. Almost all principals and headmasters complain that there is a lot of interference from the public as well as people's representatives in their work. The headmasters and principals, should be allowed to run the administration according to the criteria that have already been laid down. The second threat is the parental interference in the teachers' work, which already done much damage to the country. It is largely

respnsible for the students in discipline. The student unions have assumed non-academic roles and look upon themselves not only as trade unions but also as political parties. This is a negative and destructive attitude which should be curbed.

74. KALIM, M. Siddiq. Internationalism and Education --- Pakistan Times (Lahore) September 9, 1973.

Modern age is the age of education, the importance of which in the development of human mind and body was never realized so thoroughly as nowadays. Another feature of the present age is the stress it lays on social sciences along with natural sciences.

International agencies, such as UNESCO, are positively helping the poor and developing countries in their efforts to spread literacy and education among their people in cooperation with the developed countries of the world. But thoughtless reliance on the experience and techniques of the developed countries is full of dangers for the developing countries, because social, political, and economic conditions differ from country to country, and no one system of education can prove a panacea for all countries in all conditions. The best that the developing countries can do is to deeply study the various modern systems of education and devise a system of their own that may be suitable to their own needs and aspirations.

75. NAQI, Zuhra. Missionary Aur Public School (Missionary and Public School) - - - Imroz (Lahore) August 12, 1973 (U).

The children of the upper class of society usually go to Missionary or Public Schools for education. These institutions, of course, have highly qualified teachers and very good teaching facilities. Moreover, the number of students being limited, it is possible to give individual attention to each student. But notwithstanding these facilities, majority of students belonging to these institutions do not come up to expectations. Many reasons are given for this state of affairs, but the main reason is that emphasis is laid here on English language to the neglect of other subjects, like science, arithmetic, and religious knowledge. The result is that the students coming out of these institutions are ignorant of their own culture, religion, and mother tongue. What is needed now is to give more importance to these subjects in the so-called public schools.

76. WARSI, Syed Barkat. Teacher - Student Relationship - - - Dawn (Karachi) July 6, 1973.

One of the principal causes of the decline in educational standard has been the lack of teacher-student relationship at various levels of education in our country. Other factors that contributed to this decline were the commercialization of education, overcrowding in classrooms, more lecturing and dictation and less discussion, emphasis on quantitative results, and the paucity of highly qualified, trained, and devoted teachers. To remedy this situation, the teacher must learn to take real interest in his subject. In addition to this, he should try to win the willing cooperation of his wards. However good or brilliant a teacher may be, he cannot succeed in profession without the active participation of the students.

The student, on his part, must create a thirst for learning, take keen interest in his study, and cooperate with the teacher. Effective teaching consists in the communion between the teacher and the taught.

SPECIAL SECTION - LIBRARIES

77. ABBAS, Atya. Shortage of Books and Students Problems --- Pakistan Library Bulletin (Karachi) 5(1&2):41-46. September-December, 1972.

It is perhaps the university libraries where students in our country get acquainted with the use of library for the first time in their life. Few schools have any library worth the name, and even here the students are seldom encouraged to use the library. Even at the college level the situation is no better.

The New Education Policy has given much importance to libraries in general, and academic libraries in particular. However, the policy makes no mention of school libraries, and there is hardly anything definite in it about the standards, criteria, scope, and services of school libraries.

The writer discusses the findings of the survey based on the interviews with the students regarding the extent to which they use the library and benefit from it. The general compaints were

of shortage of books, poor standard of services, and ignorance of other existing libraries. Some suggestions have been forward by the writer for the improvement of library services in the country.

78. ALI, Syed Irshad. Role of the Federal Government in the Development of Public Libraries --- In: Pakistan Librarianship 1972-73, 106-110. Karachi, Pakistan Library Association. 1973.

The development of public libraries in Pakistan has never been taken very seriously so far. We are thankful to the present government for realizing the importance of public libraries and deciding to establish 50,000 people-oriented public libraries in the country. This is an excellent plan, but our progress in this respect appears to be slow and unsteady. The question of finance is very important in the implementation of the scheme.

The writer points out that nothing can be done for the development of public libraries without suitable legislation.

Further, we have no set standards for such libraries in Pakistan, and without this it is very difficult to maintain the minimum standards of efficiency and utility. Similarly, basic booklists are essential for the purpose. Another important need is the right type of personnel for libraries. It is suggested that the government should appoint a library commission for suggesting ways and means for the development of public libraries in the country.

79. ANWAR, Mohammed. Libraries and Library Development in Pakistan - - - Pakistan Library Bulletin (Karachi) 5(1&2): 29-39. September-December, 1972.

Intellectual and moral advancement largely depends upon the existense of library services. Unfortunately, in Pakistan, libraries have not been properly developed during the last 25 years. Library development in a country is influenced by: 1) the availability of training facilities for librarianship; 2) the number and quality of institutions, such as schools, colleges, universities; 3) public and special libraries; 4) existence of a national library or of a national library system; 5) enactment of library legislation; 6) the quantity and quality of literature produced; 7) strength and quality of professional library associations; and 8) financial support from foreign and international agencies. These various elements are discussed briefly.

It is gratifying to note that the New Education Policy has also dealt with the question of library development. In the end are given the recommendations of the seminar on 'Development of Libraries and the New Education Policy,' held at Islamabad.

80. AQEEL, Shafi. Hamari Librarian (Our Libraries) --- Jang (Karachi) July 7, 1973 (U).

There are libraries in our country which have valuable collections of both modern and classical literature. They are well-equipped and well-maintained. Some of them were set up by the government and some by private organizations. But the fact remains that one and all cannot take advantage of such libraries. We should also set up libraries in rural areas, because. these libraries would tend to reduce illiteracy among the rural folk by bringing reading material within their easy reach. It is gratifying to see that the present government has taken steps to establish a network of libraries throughout the country in pursuance of its policy of reducing the present apalling illiteracy to its minimum. So it is hoped that the number of libraries will considerably increase, and the common man will be able to benefit from them.

81. EHSANULLAH. Kutub Khanay (Libraries) - - - Jang (Karachi) July 9, 1973 (U).

The condition of libraries in our country is deplorable, and no attention is paid to the few libraries we have. What is needed now is to increase the number of libraries both in urban and rural areas. At the moment rural areas have very few libraries, and even these libraries are a victim to neglect and carelessness. We should pay more attention to the rural area because majority of people live there. The setting up of libraries in rural areas is necessary for many reasons.

Rural libraries will not only help arrest the growing illiteracy in the country, but will also create a positive interest in book reading among the villagers. Furthermore, those who are literate, have little money to spare for books. Libraries will fulfil their needs and aspirations. The present government is very much alive to this pressing need, but well-to-de persons should also come forward and establish as many libraries as possible, especially in the remote corners of the country.

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82. GHAZI, Mohammed Ismail. Pakistan Mein Pachaz Hazar Awami Kutub Khanon Kay Qayaam Ka Manxuba: Aik Tajurba (Project of the Establishment of 50,000 Public Libraries in Pakistan: An Experiment) --- In: Pakistan Librarianship 1972-73, 63-65. Karachi, Pakistan Library Association. 1973 (U).

The progress of a nation depends on laboratories and libraries. These two institutions remain open day and night for the use of scientists and scholars in advanced countries. It is heartening to see that the present government has an ambitious scheme for opening 50,000 people-oriented libraries in the country. However, the pace of implementation of the project is slow. No trained and qualified staff has been appointed so far to work out the scheme. In the absence of qualified personnel the success of the scheme is doubtful.

Some examples are quoted from the administrative policies of the government of the Punjab which are detrimental to the cause of library development in the country. The scheme of 50,000 libraries should not share the fate of the nationalization scheme of educational institutions.

83. HANIF, Sheikh M. People's Public Libraries and New Education Policy - - - Pakistan Library Bulletin (Karachi) 5 (1&2): 19-27. September-December, 1972.

Public libraries serve as universities for the masses and impart education not for the sake of degrees and certificates, but for the advancement of knowledge in its widest sense. They provide knowledge to all alike, the educated classes, workers, farmers, laborers, mechanics, and artists who have neither time nor money to attend universities and professional schools. The library promotes reading habits in children, keeps the young informed of the new developments in knowledge, and provides a refreshing corner for the old.

The development of public library system in Pakistan is briefly traced. The New Education Policy takes due account of the importance of public libraries and provides for the establishment of 50,000 public libraries in the country by 1980. The present position of public libraries is presented and suggestions have been put forward for the improvement of public library system. The main suggestions include public legislation and establishment of library authorities.

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84. HUSSAIN, Mahmud. Inaugural Address - - - Pakistan Library Bulletin (Karachi) 5 (1&2): 1-5. September-December, 1972.

This is the inaugural address of the Seminar on Library Development and Education Policy. The importance of books in the modern world cannot be overemphasized. Yet, the shortage of books and library facilities has been our greatest problem. One of the causes of slow library development is the lack of systematic plan for the purpose. It is gratifying to note that the New Education Policy has also dealt with the question of library development and book production. The Policy covers many important aspects relating to books and libraries, such as provision of library books for schools, library as a literacy center, book banks for students, National Book Foundation as book production agency, scheme of 50,000 people-oriented public libraries, and better pay-scales for librarians.

The writer draws attention to some points, such as National Library, public library system, provincial library directorate, library cooperation, book bank, textbook centers, library standards, and library council.

85. HUSSAIN, Mahmud. Presidential Address - - - In: Pakistan Librarianship 1972-73, 1-9. Karachi, Pakistan Library Association. 1973.

The present government seems to be fully conscious of the enormous harm that our nation has suffered as a result of the absence of modern public libraries in the country. The program of 50,000 people-oriented Public Libraries is a step to remedy the situation. The planning and implementation of this scheme will be followed all librarians, with keen interest.

There is a brief discussion of what the library association is doing to promote the cause of libraries and librarians, including the recent survey of reading habits in Pakistan. Some suggestions have been put forward for the improvement of library facilities in the country. Emphasis is laid on the problem of accessibility of research materials in Pakistan and the need for a centralized national library system.

86. JAFREY, M. Owais. Towards a Public Library Manifesto for Pakistan --- In: Pakistan Librarianship 1972-73, 74-80. Karachi, Pakistan Library Association. 1973.

A manifesto is a declaration of policy, outlining the theory and the means of attaining the goals of a particular social need.

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In this paper the writer has touched upon various aspects of libraries that are to form the basis of a full-fledged manifesto for public libraries.

We have now gained admittance to the democratic era. The New Education Policy is the first step toward democratic education and universal literacy. The scheme of fifty thousand libraries as envisaged in the New Education Policy, when implemented, will usher in a new era of library movement in Pakistan. The role of these libraries in the social education of the masses is an important matter. The library manifesto should reflect the needs of the community. Pakistan Library Association should work on the manifesto keeping in view the educational needs of the country.

87. KALIM, M. Siddiq. Educational Opportunities --- Pakistan Times (Lahore) September 16, 1973.

Equal opportunities for basic education should be open to all. Various libraries and individual enterprise can provide such opportunities to people. Similarly there should be no dearth of facilities for those who are interested in fine arts and want to take them up for pleasure or profit.

Education is a continuous process for all; some take it more seriously than others. To remain educated and enlightened is a matter of great responsibility at least for the intellectuals of a country. The dearth of libraries in Pakistan is not conducive to basic education. It has unfortunately received very little attention so far. Only recently the government has realized the importance of libraries in the country and announced its intention to establish a network of libraries both in urban and rural areas.

88. KHAN, A.U. Educational Policy and Libraries --- Pakistan Library Bulletin (Karachi) 5 (1&2): 11-17. September-December, 1972.

The New Education Plicy is not the result of long and deep spade work, and it has nothing new, which has not been tried in this sub-continent during the last 25 years. A critical analysis is presented of the New Education Policy in the light of past experiences.

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A new proposal in the Education Policy is the creation of a National Literacy Corps, which has been borrowed from a neighbouring country. The proposal requires huge finances, which a country like Pakistan cannot afford. In our case a less burdensome and more effective alternative is the establishment of a network of public libraries throughout the country to fight the creeping menace of illiteracy. The public library system should start from thana level and through tehsil and district levels, should reach the provincial level, where it should be integrated into national level.

89. KHAN, M. Sarwar. Education Policy and Libraries --- Pakistan Library Bulletin (Karachi) 5 (1&2): 53-60. September-December, 1972.

The importance of libraries as an essential adjunct to all pursuits of knowledge has always been universally recognized. In Pakistan the importance of libraries was first recognized by the Commission on National Education, and subsequently all such commissions and planning organizations made various recommendations for the improvement of library services for educational purposes. The present Education Policy has specifically dealt with the subject of libraries at some length.

The writer discusses the topic under the headings: 1) concept of libraries; 2) the role of library; 3) importance of libraries in education; 4) libraries in community; 5) libraries in schools; 6)libraries in colleges and universities; 7) libraries in the fields of science and technology; 8) public libraries; and 9) library personnel.

90. KHAN, Sadiq Ali. Pakistan Mein Awami Kutub Khanay Aur Gair Rasmi Ta'aleem (Public Libraries in Pakistan and Informal Education) - - - In: Pakistan Librarianship 1972-73, 55-62. Karachi, Pakistan Library Association. 1973 (U).

Education is a life-long process, and learning continues even after the completion of formal schooling through books stored in libraries. As an institution of informal education, public libraries play a very important role in national development. The necessity of public libraries is no more contested. A public library system has to be set up at the earliest. The present knowledge explosion has further emphasized the need of continuing education through public libraries.

The development of public library system in England and America is briefly described. The role of the previous government in the development of public library system in Pakistan is also discussed. Suggestions have been put forward for the improvement of public library facilities. Necessary steps can be taken after some serious research in the field.

91. KHURSHID, Anis. A Draft Public Library Act for Sind - - - In: Pakistan Librarianship 1972-73, 81-92. Karachi, Pakistan Library Association. 1973.

The preamble to the proposed library act defines the scope and purpose of the legislation. The need for this legislation arises from the recommendations of the New Education Policy for the establishment of 50,000 people-oriented libraries for meeting the needs of rural and urban population. As proposed, the Act shall be called "Sind Public Libraries Act, 1973."

The provisions of the proposed act are given under the following headings: 1) definition; 2) the authorities, local provincial 3) finance and accounts; and 4) rules. Under the title "Provincial Authorities," the draft bill provides for the establishment of a provincial library council which will advise the department on the proper implementation of the Act and all other matters relating to public libraries in the province.

92. LODHI, Farkhunda. Mehnat Kashon Kay Liye Library Ki Sahulat (Library Facilities for Workers) - - - In: Pakistan Librarianship 1972-73, 44-50. Karachi, Pakistan Library Association. 1973 (U).

What can we do to educate our working class in order to make them responsible and useful citizens? This is a question worth serious consideration. The recommendations contained in the New Education Policy include the adult education program and the role that libraries can play in this regard. The establishment of 50,000 libraries would be fruitless if the bulk of the population remains ignorant. After all, it is the common man who is going to use these libraries.

Librarians can play an important role in combating illiteracy through libraries. Libraries are not more godowns for books.

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These are community centers, and librian should use libraries to this purpose. It is the duty of the librarian to attract working class people and educate them. It is suggested that we should concentrate on rural areas and should establish libraries as well as adult education centers.

93. LUTFI, Abdul Qayyum. The Impact of School Libraries on Education - - - Pakistan Library Bulletin (Karachi) 5(1&2): 61-68. September-December, 1972.

It is the school where the child learns from his teachers and friends all knowledge on various aspects of life and stores it in his mind. A well-balanced curriculum and trained teachers are a must at this stage. A good teacher should also call to his aid necessary equipment, teaching aids, and teachers' guides on different subjects. Similarly, each school should have a good library containing a good collection of carefully selected books for the students as well as for teachers. This is essential for creating the taste for the right type of books in the pupils. Schools are in the best position to do this by making good books available to the pupils during the academic year.

In advanced countries great emphasis is laid on school libraries, and these libraries arrange film shows, T.V. programs, lectures, exhibitions, etc. for the benefit of the students. Some suggestions have been put forward by the writer for develping school libraries in Pakistan.

94. MIRZA, Qamar. Plea for a Public Library System --- In: Pakistan Librarianship, 1972-73, 51-54. Karachi, Pakistan Library Association. 1973.

Public library is an invention of modern democracy and a practical demonstration of its faith in universal education as a life-long process. This principle underlies the New Education Policy which purports to establish 50,000 people-oriented libraries throughout the country. Since the New Education Policy has been announced, the librarians are pondering as to what type of libraries are going to be established under this policy. The writer suggests the creation of 50,000 or so true public libraries and not mere small collections of books in adult education centers.

The public library system is quite a common feature of the present-day society. The writer discusses briefly the development of the legal structure under which the public library system is working in England and the U.S.A. The same structure is also suggested for Pakistan.

95. MIRZA, Qamar. Some Reflections on the New Education Policy and Libraries - - - Pakistan Library Bulletin (Karachi) 5(1&2): 7-10. September-December, 1972.

The New Education Policy is immensely important so far as the public library system is concerned. About 50,000 public libraries are to be established throughout the country under this system. These libraries are to be attached to the adult education centers and shall be stocked with 100 basic books with limited vocabularies on every-day living. These institutions, if run properly, will promote the taste for reading in the masses and thus be helpful in the development of personal education and character.

It is yet too early for the government to come out with a complete, cut and trimmed scheme for the establishment of the proposed libraries. Some steps are being taken in this connection by the various provincial governments. As we will need quite an army of trained personnel, we will have to enlarge training facilities for librarianship.

The New Education Policy also proposes to establish book banks in universities and colleges. The utility of the scheme and the role of librarians in this connection are briefly discussed.

96. RAHIM, A. Ta'ameer-e-Nau Aur Kutubkhanay (Reconstruction and Libraries) - - - In: Pakistan Librarianship 1972-73, 33-36. Karachi, Pakistan Library Association. 1973 (U).

As an information media books have no match, and the importance of libraries, which are the storehouse of books, is beyond question. There are different types of libraries, such as public libraries, national libraries, educational libraries, and special libraries. The role of each type of library is briefly discussed, highlighting the salient features and discussing the present condition of libraries in Pakistan. Some suggestions for improvement are also given.

It is heartening to note that the government is interested in establishing 50,000 libraries in the country with one hundred basic books in each library. These libraries will help in promoting literacy in the country and enable the common man to add to his knowledge and make a success of his life.

97. SABZWARI, G.A. The Education Policy --- Pakistan Library Bulletin (Karachi) 5(1&2): iii-viii. September-December, 1972.

Since independence, many reforms have been introduced in the field of education. The New Education Policy introduced in March 1972 is expected to bring drastic changes in the educational structure of the country. The librarians feel that if the portions of the policy concerning the library profession are implemented in letter and spirit, the conditions of libraries and librarians will greatly improve.

The Education Policy has two important announcemnts for Librarians: 1) establishment of public library system comprising 50,000 people-oriented libraries in all villages and city wards of the country; and 2) establishment of respectable caders and salary scales of librarians. The proposals look rather ambitious, but not impossible. The policy definitely involves expenditure, and private sector should be tapped for this purpose, as is done in many countries of the world.

Some mention is made of the proposals of the Society for the Promotion and Improvement of Libraries, and guidelines are suggested for the proper utilization of government money and the effective implementation of the Education Policy.

98. SABZWARI, G.A. Library Authorities in Pakistan - - - In: Pakistan Librarianship 1972-73, 93-105. Karachi, Pakistan Library Association. 1973.

Public libraries in our country are not regarded as an effective means of popular education. It is high time we made our educated people realize the importance of library services in the field of education. The first step in this direction is to enact suitable ligislation about the libraries. No plan or policy can be launched successfully unless it is backed by a suitable statute. Another step is the creation of library authorities to carry out the provisions of the legislation and to guarantee systematic development of library services.

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Some mention is made of the efforts made by different people for the creation of library authorities. The New Education Policy recommends the establishment of 50,000 libraries. Libraries should be established at all levels but library authorities should also be created for each level of library system. The suggested library authorities include national library authority, provincial library authority, divisional library authority, district library authority, big city library authority, tehsil library authority, and municipal library boards. The working and functions of each authority are discussed.

99. SAIFI, Obaidullah. Public Library Manifesto for Pakistan - - - In: Pakistan Librarianship 1972-73, 67-73. Karachi, Pakistan Library Association. 1973.

Public library is a true democratic institution for the dissemination of knowledge in a community. For this reason public library is regarded as a people's university, which serves the educational needs of the entire community. Its role in wiping out illiteracy is universally acknowledged. It is also the best means of saving new literates from relapsing into ignorance. As an institution of informal education, public library has no equal. It is, therefore, of first importance to pay attention to the development of public libraries.

Some light is thrown on the existing situation of public libraries in Pakistan. It is good news that the present government is planning to establish 50,000 public libraries in the country. In the light of the Unesco manifesto of public libraries, the writer presents his own manifesto for public libraries in Pakistan.

100. TAFAZZUL, Anis. Karachi Kay Kutubkhanay (Libraries of Karachi) - - - Akhbar-e-Khwateen (Karachi) August 25-31, 1973 (U).

The citizens of Karachi have very poor libraries. Most of the citizens even do not know where these few libries are. According to a survey organized in 1970, there are 363 libraries in Karachi besides the libraries of colleges and the university. In 1964 the number of libraries was only 259. During the following six years 104 new libraries have been established.

There are six libraries under the mangement of the Karachi Municipal Corporation. Union Committees manage 108 libraries. The number of private libraries has gone down from five to two during the last six years. It is, however, gratifying to note that the number of free lending libraries has increased. In 1964 the number of such libraries was only two; now it has gone up to 32.

101. ZUBAIR, Mohammed. Ta'aleemi Policy - Aik Jaiza (Education Policy - An Analysis) - - - Pakistan Library Bulletin (Karachi) 5 (1&2): 95-99. September-December, 1972 (U).

The conception of public libraries was born in the golden days of Islam. Libraries were in existence even before the dawn of Islam, but there was no such thing as public library. The Caliphs and rulers of Islam were the first to organize public libraries.

The importance of public library can hardly be overemphasized. Public libraries can best serve their purpose if they are run on democratic lines. The people of the locality should have a say in the management of the library. The timings of the library, selection of books, and the procedure for lending and issuing books should conform to the requirements of the people who make use of the library.

The status and role of public libraries in Pakistan are briefly discussed. The New Education Policy is very good as far as it goes, but government alone cannot do everything. Private citizens should also come forward to help in the spread of knowledge.

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